NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

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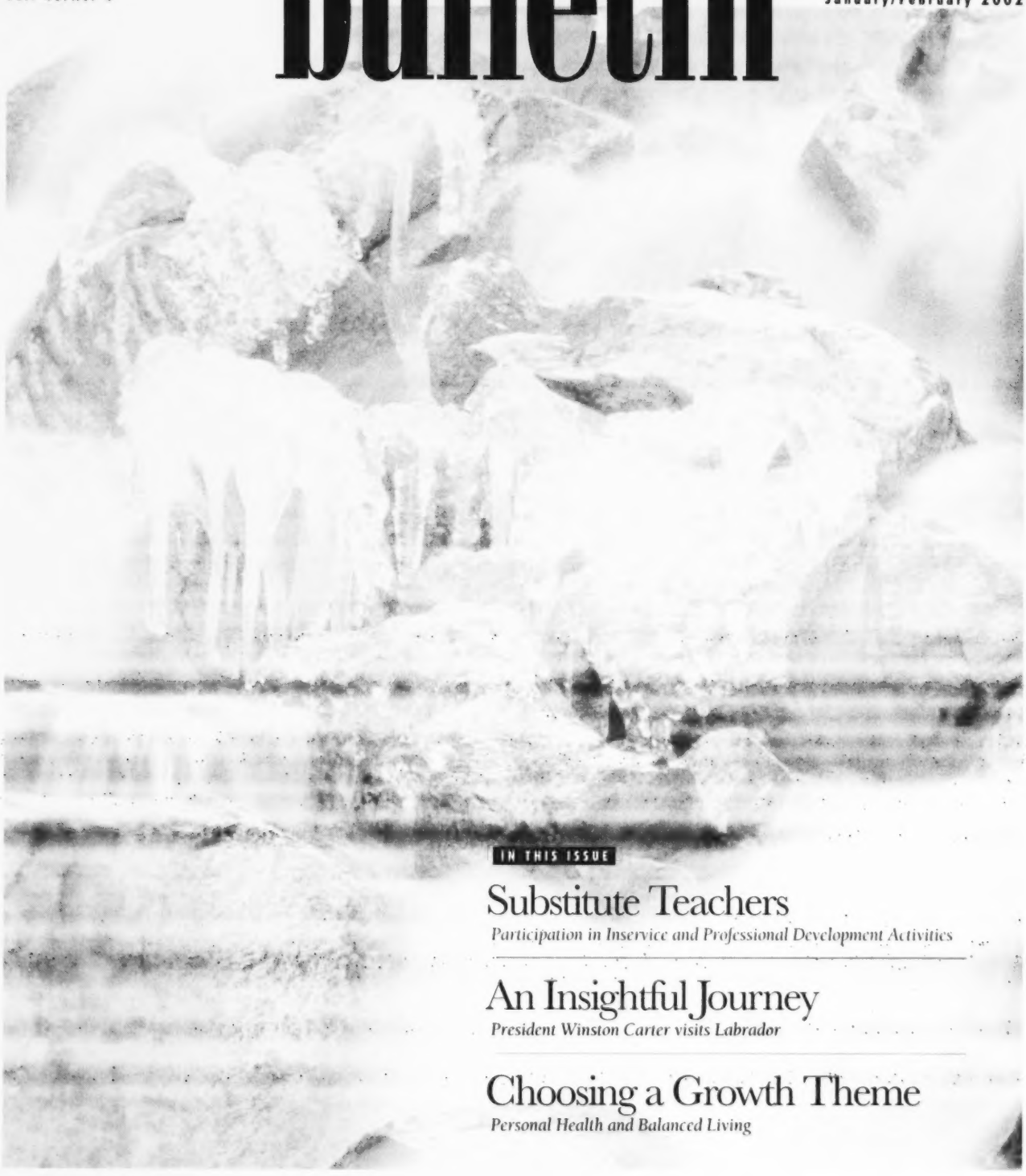

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Special Mention

by LESLEY-ANN BROWNE

On the heels of a very hectic fall we have what promises to be a very busy winter. Added to the usual work activities is the annoying chore of dealing with the outrageous amount of snow that has fallen recently. I think I am safe in saying that almost all of the province has had more than its share of snow so far this winter. Shovelling the stuff at leisure is one thing but it can be frustrating when the pressure is on to clear a way because you have to get to work. But, I guess, it could be worse and each time I shovel I tell myself that I am getting some much needed exercise.

Besides the normal activities these days of getting *The Bulletin* prepared, edited and printed, the customary committee work, and daily communications projects and strategies that I am involved in there are two events over the next few months that deserve special mention. They are, Janeway Day in the Schools and Education Week.

Janeway Day in the Schools occurs each year on or around Valentine's Day. It is an annual fundraising effort sponsored by the NLTA and promoted each year as a branch activity. It is an opportunity to teach children about the true value of helping others and it is the only fundraising effort sponsored by the NLTA.

To become involved in Janeway Day in the Schools, teachers should announce the project and explain what is involved. If possible, spend time discussing the Janeway Hospital with your class or have a student who has been a patient at the hospital tell classmates about the experience. On February 14 ask students (and teachers) to forego the equivalent of recess monies for this one day. Since 1986, students and teachers in Newfoundland and Labrador have donated more than $630,000 to the Janeway Child Health Care Centre.

Another significant event is Education Week, March 3-9. The purpose of Education Week is to focus attention on education, the education system, and educational issues. NLTA has been sponsoring the event since 1936.

The theme, resource booklet, materials, and the opening ceremonies are organized by a provincial committee of teachers. This year's theme is *Learning is Power! Apprendre, c'est pouvoir!* The opening ceremonies will take place at Mount Pearl Intermediate on Monday, March 4 and as in previous years the event will be webcast to all schools across the province who wish to take part. The school and staff have a wonderful opening ceremonies planned and were thrilled when asked to host the event. It promises to be one of the best Opening Ceremonies to date.

This year for the first time there will be an Honourary Chairperson for Education Week. Bernice Morgan, Newfoundland novelist and short story writer, best known for her book *Random Passage*, has graciously agreed to be the Honourary Chairperson for Education Week 2002. We are thrilled that she has agreed to join with us for this important event.

As staff consultant to the Education Week committee I have witnessed the dedication of a group of individuals who have been meeting since June 2001 to plan the event for March 2002. It is the teachers of this province, along with the other partners in education who are responsible for the tremendous successes of our students. Education Week provides us with an opportunity to celebrate these successes.

THE bulletin

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PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

BAY BULLS

Students send messages of peace overseas

The Grade 5 students of St. Patrick's Elementary in Bay Bulls were busy before Christmas making a difference in the lives of peace keepers. Students from Mrs. Jackman's and Mr. Edmunds' Grade 5 classes worked in groups to design symbols of peace, friendship, loyalty and courage, and created a large Christmas card.

"Since September 11 of last year many difficult questions have been asked in the classrooms around our province and the world," said Mrs. Jackman. "Many of our students want to know how they can help and what they can do."

The students wanted to make a difference and they decided to send a special message to all the men and women who serve in the preservation of peace. Their card has been sent to Operation Apollo in Halifax and then overseas to peace operations in Afghanistan.

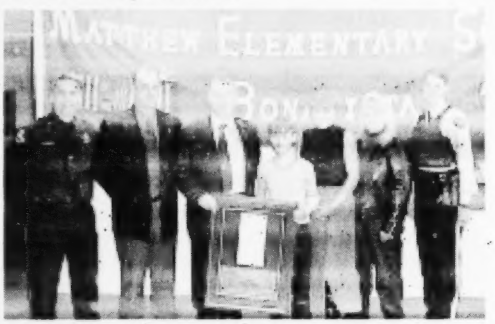
"We hope this little piece of home at this special time of year will show our peace keepers how much they are valued," said Mrs. Jackman. "We pray for them all."

Grade 5 students from St. Patrick's Elementary display their Christmas card created for Canada's peace keepers in Afghanistan.

BONAVISTA

Student recognized for artistic efforts

Amanda Ryder, a Grade 5 student at Matthew Elementary School in Bonavista was honored in November at a school assembly with many special guests and dignitaries present. While she was in Grade 4, Amanda, along with the rest of her Grade 4 classmates entered a design contest sponsored by the Newfoundland Liquor Corporation. Their task was to design a picture on a paper bag provided by Liquor Corporation stores which expressed an anti-drinking and driving message. Amanda was selected as the regional winner and went on to compete in the provincial contest which she also won. For her efforts, Amanda received a cheque for $500 and her school received a cheque for $800.



I-r: Cst. Glen Moores (RNC, St. John's); Aubrey Dawe (Principal, Matthew Elementary); Peter Humphries (Newfoundland Liquor Corporation); Amanda Ryder; Rose Carey (Provincial Crime Prevention Committee); Betty Fitzgerald (Mayor, Town of Bonavista); and Cst. Jackie Letto (Bonavista RCMP).

At the assembly, attended by all students and staff, Mayor Betty Fitzgerald (Chair of Bonavista & Area Crime Prevention Committee) expressed her pride and pleasure to Amanda on her efforts. Mayor Fitzgerald said she recognizes and celebrates the talents of all students at Matthew Elementary and went on to describe how pleased she was at the partnership between her Crime Prevention Committee and Matthew Elementary School.

Peter Humphries of the Newfoundland Liquor Corporation, a partner in this venture, brought greetings to the students and to Amanda in particular. The message contained in Amanda's picture is an important one according to Mr. Humphries. He explained to students that young people can be very effective messengers in delivering this message about drinking and driving to adults. He presented Amanda with her framed artwork and a certificate from the Provincial Crime Prevention Committee and the Newfoundland Liquor Corporation.

School Principal, Aubrey Dawe, said that Amanda's accomplishment on the provincial level is indeed something to be celebrated. "Amanda is well known for her artistic talents and it's great to have her and our school recognized on a regional and provincial level."

CORNER BROOK

Project provides students a voice in policy development and improving student health

"Building Healthy Futures" is the name of a project funded by the Population and Public Health Fund of Health Canada, and sponsored by the Corner Brook Status of Women Council and School District #3. The project, which is being coordinated by Mary Keefe, is taking place in high schools throughout the District. It is a student-centered project with the goals of giving students a voice in policy development and improving student health.

Twenty-five senior-level student representatives from all 13 high schools across the District participated in two weekend retreats, at which they were educated about needs assessments, policy development and current health issues.

"The first of these retreats occurred on December 1 and 2, and it was a roaring success," says Keefe. "By the end of the retreat, the students had constructed a Student Health Needs Assessment which was conducted in their schools between December 5 and the Christmas break." Feedback about the weekend was excellent with students making such comments as "not only did I have fun, but I learned a lot too!"

On January 12 and 13 the group re-convened to review the preliminary results of the needs assessment and suggest ways in which School Board policies could be developed to meet the identified needs. The students spent the second day of their workshop drafting seven policy suggestions based on the preliminary findings. Two of the students were elected to represent the group at a meeting in February with school board personnel and other educational stakeholders.

"This project is an excellent opportunity for students to get involved in crucial decision making and tell the School Board what is important to them," explains Keefe. "Also, by teaching them the language and skills related to social processes, they acquire the tools to become more actively involved in a whole variety of social issues. And thus the students of today become the leaders of tomorrow."

For further information on this project, contact Mary Keefe, Project Coordinator, Building Healthy Futures, Tel: 709-639-8522, Fax: 709-639-1093, Corner Brook Women's Centre web site: http://home.thezone.net/~cbswc.

ST. JOHN'S

NLTA Appointment Notice

The Provincial Executive Council of the Newfoundland and Labrador Teachers' Association is pleased to announce the appointment of Stefanie Tuff to the position of Administrative Officer, Benefits and Economic Services Division, effective January 4, 2002.

Stefanie Tuff

Stefanie has been an Associate Lawyer with the law firm Curtis Dawe in St. John's since 1998. Previous to that she was an Articled Clerk at Curtis Dawe and was called to the Bar in 1998. She was a teacher for several years in the early 1990's and taught Grade 8 for the 1992-93 school year at Donald C. Jamieson Academy in Burin. She was a replacement teacher for several months in 1994 and 1995 for Grade 7 and Core French at Marystown Central High School, Marystown.

Stefanie received her Bachelor of Arts and Bachelor of Education from Memorial University of Newfoundland in 1992 and her Bachelor of Laws Degree from the University of New Brunswick in 1997.

In 1999 Stefanie completed a Negotiation and Mediation Skills Training Course offered by the Law Society of Newfoundland's Continuing Legal Education program. She is a member of the Board of Directors of the Public Legal Information Association of Newfoundland; Co-Chair of the Canadian Bar Association Law Day Committee; and has been a volunteer presenter for the Public Legal Information Association of Newfoundland, as well as a volunteer with the Canadian Bar Association Annual Conference Committee.

Stefanie was recipient of the Honourable H.G. Puddester Award, the University of New Brunswick Centennial Scholarship, the New Brunswick Law Foundation Scholarship, the C.D. Richards Scholarship, Ralph Finley Memorial Scholarship, and was on the

Dean's List at both Memorial University, Faculty of Arts and the University of New Brunswick, Faculty of Law.

Stefanie has extensive work experience and training in the areas of insurance litigation, labour/employment law, administrative tribunals, teacher certification, negotiation and mediation skills.

Barbara Lewis

Barbara Lewis retired in January following a 19 year career with the Newfoundland and Labrador Teachers' Association. Barbara joined the NLTA in 1982 in the position of Membership Services Officer responsible for professional development and teacher welfare areas such as teacher certification, class size, and teacher evaluation. She played a key role in initiating the Employee Assistance Program and worked with the school boards and the Department of Education to set up the program.

Barbara was responsible for all aspects of the Group Insurance Plan, the Group Insurance Committee and the Group Insurance Trustees. As staff consultant to both committees Barbara provided invaluable advise and expertise on behalf of teachers. She coordinated and presented at the pre-retirement seminars for teachers and was the staff person synonymous with Group Insurance issues.

Louise King

Barbara was also well known and respected for her work with the Status of Women Committee which later evolved into the Equity Issues Committee. She was responsible for the Job Action Rules Committee during contract disputes. She was also involved in many programs of the Canadian Teachers' Federation including the Visiting Fellows Program which trained teachers in leadership positions for teacher organizations in other countries. As part of her work with CTF, she once travelled to Ghana to work with teachers there.

Barbara has now made her new home in Australia and we wish her all the best in her retirement.

Congratulations are also extended to Louise King who celebrated her 25th Anniversary with the Association in January. Louise is with Information Services and is responsible for the distribution of all printed materials from the NLTA.

Teachers' work to showcase on Intel Teach to the Future CD

Three teachers from Avalon East schools have been selected by the Intel Teach to the Future (TTF) program to have their work included on a CD for distribution to schools throughout Canada.

Teachers Dawn Wheeler, Holy Heart of Mary High School in St. John's, Tracy Saunders, St. Kevin's High School in Goulds, and Patricia Ivory, Booth Memorial in St. John's, participated in a 40-hour professional development workshop held in St. John's last July to learn how to integrate computers into their classrooms. Upon completion of the program they each developed a unit plan in which they integrate computers into a subject they teach. These plans are now part of a national CD.

Wheeler and Saunders teamed up on a project called "The Art of Escher." This unit has two main purposes – to develop students' research and writing skills and to introduce students to a new area of mathematics – Maurits Cornelis Escher's art.

The unit helps students to plan and manage a project that requires them to learn mathematics independently or with other students. At the end of their research the students will give a presentation of the new mathematics they have learned as a result of their independent learning. This presentation may be in the form of a slide show, desktop publication, research paper or web site. Students will peer-evaluate these projects.

Patricia Ivory's project is entitled "A novel study of *The Giver*." Her project objectives include connecting the novel to life in a meaningful way; assessing reading comprehension through factual, interpretive, and evaluative questions; evaluating interpretations of the novel using textual evidence, personal experience, and knowledge of related literature; and recognizing the lack of personal freedom in the society as described in the novel.

"These are exceptional units and show a great deal of thought and deliberation on the part of the teachers," says John Keating, regional coordinator, Intel TTF program. "These two projects represent one third of the six Canadian units that will be placed on the CD."

To date, approximately 200 teachers from the Avalon East district have completed the Intel TTF program. "This number is extremely high when you consider that just over 580 teachers have completed this program across Canada," says Craig White, program specialist, Avalon East School Board and project coordinator for the Intel TTF project. "We have 78 teachers already pre-registered for the next sessions, beginning in mid-January."

Special thanks are extended to the NLTA for providing partial funding for the July professional development workshop through the PD Fund. Thirty-six teachers participated in this 40-hour workshop. In addition to receiving certification as a Participant Teacher, all teachers who successfully complete the program receive a copy of MS Office 2000 and Encarta 2001 for use in their classrooms. All completed lesson plans will be available through the NLTA's Virtual Teacher Centre.

For further information, contact Craig White at cwhite@aesb.ca or visit the Intel Teach to the Future web site: www.intel.com/education/teach/index.htm.

2001 Johnson Scholarships and Academic Grants Awarded

Over 120 years ago, the Johnson family founded Johnson Insurance in Newfoundland and Labrador. Since then, Johnson has grown into one of the leading insurance and benefit organizations in Canada. The Johnson Scholarships and Academic Grants Fund was established in 1998. Since that time, 100 Scholarships and Academic Grants have been awarded annually, each valued at $1,000. Eligible for Scholarships are dependents of Johnson Group Members who are in their graduating year of senior high school. Academic Grants are available to those Group Members (and/or their dependents) who are returning to full time, post-secondary studies following an absence of two or more years, as well as those beginning full time studies as a mature student.

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In 2001, 14 Johnson Scholarships and two Academic Grants were awarded to Members/dependents of the NLTA. Winners were: **Scholarship Recipients:** Christopher Dredge, St. Augustine's Central High; Keira Froude, Elwood High School; Maria Kielly, Dunne Memorial Academy; Heidi King, Holy Heart of Mary Regional High School; Stephanie Lucas, Assumption Central High School; Luke Major, Bishops College; Michael Murcell, St. James' Regional High School; Gina Nichols, Botwood Collegiate; Grant Parr, D.C. Young School; Natalie Parsons, Botwood Collegiate; Anna Robinson, Carbonear Collegiate; Terry Sacrey, Hollands Memorial High School; Steven Wall, Upper Canada College; Sarah White, Crescent Collegiate. **Academic Grant Recipients:** Jeffrey Blundon and Roger Whalen.

Johnson Inc. extends sincere congratulations to each of these individuals on their success, and wishes them all the best in their future endeavors.

Further information and application forms for these awards may be obtained from Johnson Incorporated, 95 Elizabeth Avenue, St. John's, NF. Or, to receive an application by mail, call 1-888-737-1088. Information and on-line enrollment is also available through the Johnson Inc. web site, www.johnson.ca.

Applications sought for 2002 Ella Manuel Awards

The Ella Manuel Awards will be presented in 2002 to assist young Newfoundland and Labrador women to pursue a professional career requiring post-secondary education in science, engineering, environmental studies, women's studies or medicine. One award of $1,500 and possible awards of lesser value will be made in memory of Ella Manuel, Newfoundland writer, broadcaster, feminist, and peace activist.

Applicants expecting to graduate this year from Newfoundland and Labrador schools are asked to submit through their school principal, a two-page description of their interests, ambitions and plans for further studies. This must be accompanied by a letter of recommendation from the principal, including a school telephone number in case additional information should be required. The principal's letter should describe the applicant's academic record, financial need and general qualifications, such as leadership capacity and interest in the fields covered by the award. Copies of the transcripts of marks for Grades 10, 11 and 12 are also required. Only one application from each school will be accepted. Preference may be given to applicants from rural areas.

"Second semester got off to a quick start. The honeymoon was over by ten."

Completed applications must be received by April 1, 2002 by the Professional Development Division, Newfoundland and Labrador Teachers' Association, 3 Kenmount Road, St. John's, NF, A1B 1W1.

Applications Sought for Margaret Williams Trust Fund Award

Applications are now invited for the Margaret Williams Trust Fund Award established to promote the development of librarianship in Newfoundland and Labrador. Funds are awarded on a competitive basis to applicants seeking funding for library related projects or assistance in pursuing graduate studies in Library Science. Annual awards generally approximate $1,000. Deadline for applications is March 29, 2002.

For further information and an application form contact Mr. Richard Ellis, Chairman, Board of Trustees, Margaret Williams Trust Fund, Queen Elizabeth II Library, Memorial University of Newfoundland, St. John's, NF, A1B 3Y1.

Call for Grant Applications: Funding for Geoscience Education Projects in 2002-03

Applications are invited from interested individuals or groups for an award or awards to be made to Geoscience Education Projects in Newfoundland and Labrador. A maximum of $1,500 will be awarded to one or more deserving projects in this competition. Projects should emphasize Earth Science, in the broad sense of the word, and should be beneficial to the professional development of the Newfoundland and Labrador geoscience community. They should also be open to participation by a significant segment of that community. Examples include funding of visiting speakers, field trips (normally to be held within the province), technical workshops, and activities related to the development of Earth Sciences skills in the school system. Projects supported by the fund should normally be completed within one year of the award.

Application forms and further information can be obtained from Andrew Kerr, Chair, St. John's 1988 Trust Fund Committee, Geological Survey of Newfoundland and Labrador, Department of Mines and Energy, PO Box 8700, St. John's, NF, A1B 4J6, Tel: 709-729-2164, Fax: 709-729-3493, E-mail: akr@zeppo.geosurv.gov.nf.ca.

Application deadline is April 30, 2002. Decisions will be made by May 17, 2002.

CANADA

2002 Governor General's Award for Excellence in Teaching Canadian History

The search is on for outstanding teachers of Canadian history for the 2002 Governor General's Award for Excellence in Teaching Canadian History. Funded by Canada's National History Society (CNHS), publisher of *The Beaver Magazine*, the program is designed to promote Canadian history and make Canadians more aware and appreciative of their past.

The purpose of the award is two-fold. Firstly, it celebrates and rewards the efforts of outstanding educators who contribute to making Canadian history accessible to all students. New this year, six recipients will be awarded $2,500, a medal and a trip for two to Ottawa. Each recipient's school receives a cash prize of $1,000.

Secondly, the Award encourages and promotes the sharing of great history teaching ideas. The CNHS invites nominees to submit a brief description of their submission or area of specialization for posting on its web site: www.historysociety.ca. As well, selected finalist lesson plans are posted and published in a newsletter.

This year, the nomination poster *Government in Canada* features an organizational chart of federal and provincial parliament. They will be mailed to all schools across the country. Interested parties can call 1-800-861-1008 for details.

The Governor General's Award for Excellence in Teaching Canadian History is sponsored by the Hudson's Bay History Foundation and Bell Canada. The program is managed by The Company for Education Communications Inc. (CoEd).

For further information contact Jeffrey Mitchell, Project Coordinator, Tel: 1-800-861-1008; e-mail: ccmail@sympatico.ca; web site: www.historysociety.ca.

International Women's Day/Week

Canadians will celebrate International Women's Week (IWW) from Sunday, March 3 to Saturday, March 9, 2002, with the highlight being International Women's Day (IWD) on March 8. International Women's Day/Week represents an ideal opportunity to reflect on the progress made to advance women's equality, to assess the challenges facing women in contemporary society, to consider future steps to enhance women's quality of life and, of course, to celebrate the gains made in these areas.

The Canadian theme for this year's International Women's Day/Week is *Working in Solidarity: Women, Human Rights and Peace*. This theme recognizes the influence and the crucial role played by women in conflict resolution, peace negotiation and seeking social justice on the local, regional, national and international scenes. It also links well with the focus on the situation of Afghan women made more visible by the tragic events of September 11, 2001 as well as the reality of many women around the world who live with the daily threat of war, terrorism or violence.

To assist in organizing an activity to mark this special day/week, Status of Women Canada has developed a bilingual poster (limit: 25 per school) and a bilingual Organizer's Took Kit (limit: 10 per school). The Organizer's Tool Kit provides background information and suggestions to help you plan activities for IWD/IWW. It also contains some fact sheets on women, human rights and peace that can easily be reproduced for distribution. The Organizer's Took Kit and a Calendar of Events will be available online in early February at www.swc-cfc.gc.ca/iwd. For more information, call 613-995-7835.

Celebrate Canada Book Day

Now in its 7th year, Canada Book Day coincides with UNESCO-declared World Book Day. The celebration takes place on April 23 each year, a symbolic date for world literature when prominent authors including Shakespeare, Cervantes and Nabokov were either born or died.

The Writers' Trust of Canada provides materials and information about Canada Book Day. They print and distribute educational guides, posters, $2-off coupon/bookmarks (redeemable at participating booksellers) and bookstore window signs. The Writers' Trust of Canada also encourages libraries, booksellers, schools, Canadian Embassies, Members of Parliament and other community members to work together in organizing book-related events, in an effort to nurture reading and celebrate Canadian books and authors. In March, Canada Book Day print materials will be mailed directly to schools, libraries, bookstores, Canadian Embassies, and MPs.

If you would like to receive ongoing e-mail updates about Canada Book Day, send your request to Heather Wiley, Canada Book Day Coordinator at hwiley@writerstrust.com or visit www.canadabookday.com for information about the Canada Book Day 2002 program.

NORMAN R. TROKE, 1935 – 2001

On March 6, 2001, family, friends, former colleagues and students were saddened by the death of Norman Ray Troke, after a short battle with cancer.

Ray was born at St. Chad's in 1935. He graduated high school there in 1953 and then attended Memorial University of Newfoundland, obtaining B.A.(Ed.) and B.A. degrees, and an Industrial Arts diploma.

Ray taught for 30 years at Holy Cross School in Eastport, many of them as Vice-Principal. In 1965-66, he produced the first edition of the school year book *Excelsior* which is still being produced by the school. He retired in 1989 following a 34 year teaching career.

Ray established the Bus Monitors program and set up many recreation programs in Eastport. He obtained summer grants for organized swimming programs and brought in certified swimming instructors from the Red Cross. He also hired a qualified sports coordinator for a summer program.

Ray was a member of the Newfoundland Power Advisory Council for several years and in appreciation for his work, Newfoundland Power donated $1,000 to Holy Cross School to be used for computers.

Ray was a General Leader with the 4H program as well as Chairman and supporting father with the Boys Scouts of Canada group committee for many years. He was a Charter Member of the Eastport Lions Club for 33 years where he held many board positions. He was awarded the Melvin Jones Fellowship award by the Lions district. in recognition of his devotion and dedication to humanitarianism. Ray was also a member of the Society of United Fisherman for 40 years, a town councillor with the Town of Eastport, a member of the Eastport Peninsula Volunteer Fire Department, and a member of the Rural Development Association. He served on the Board of Directors of the Eastport Peninsula Credit Union Limited, was Director and Chairman of the Terra Nova National Park Heritage Foundation, and a member of the Burnside Heritage Foundation. He is a founding member of the Eastport Peninsula Heritage Society. Ray was a Lay Reader with the Anglican Church for 35 years, serving on many church committees and select vestry. He was also a civilian instructor with the 125 "silver wings" squadron Royal Canadian Air Cadets for several years.

Ray started farming as a hobby several years before his retirement and continued a successful business until his sudden illness and death.

Ray leaves to mourn his wife Hilda, two sons Glenn (Angela), Peter (Sandra), Step-Son Barry (Noreen) and daughter Diane (Tony), nine grandchildren and two sisters. He will be sadly missed by all who knew him.
(*Submitted by the family.*)

Norman Ray Troke

Labrador: An Insightful Journey

by WINSTON CARTER

Winston Carter

The section of our beautiful province known as Labrador would, to the untravelled, conjure up images of a cold, barren, windswept wasteland where herds of caribou roam aimlessly from place to place, where you might freeze to death during the winter or get eaten alive by the black flies in summer. Until the Fall of 2001 I would have considered myself one of those "armchair experts." Probably that is why, in part, I felt compelled to relate my personal impressions and experiences after visiting the "Big Land." It was an experience that I was honoured to have had while representing the teachers of Newfoundland and Labrador.

My first official school visit was made to the northern most school in Labrador, Jens Haven Memorial in Nain, on September 17, 2001. Thirty-two schools later, I concluded my visitation program at Mountain Feild Academy in Forteau. The modes of transportation varied from quad-runners to boats, to the infamous Air Labrador twin otters, which gave a whole new meaning to the term "fear of flying."

Just as I have dedicated myself to a school visitation program on the island portion of the province, my mission to Labrador was four-fold:

1. To meet, greet, listen and learn of the issues facing teachers in order to gain a greater insight, appreciation and understanding for their cause;
2. To reassure our members that their concerns will continue to receive the timely debate at the Executive Council table and among all the stakeholders in education;
3. To reaffirm teachers' awareness of the functions and support services available through the NLTA.;
4. To assist our entire membership in making more informed decisions as to whether or not they would consider teaching opportunities in Labrador.

The 2000-01 District Profile, published by the Department of Education, outlines that Labrador, District 1, is responsible for 19 schools, 4,273 students and 394 teachers. The remaining southern section of Labrador falls under the auspices of District 2 (Northern Peninsula/Labrador South). In every school there are a myriad of educational challenges being faced on a daily basis. In tandem with these challenges, the teachers of northern Labrador have to contend with total isolation along with exorbitant costs for housing, travel, food, fuel and utilities. Although the costs may vary slightly from community to community, it is still very expensive to live there. As one teacher in Nain stated, "a teacher in this community with one income will not survive." Although the recruitment and retention bonus, coupled with allowances from the Labrador Benefits Agreement, does help defray the financial burden, it doesn't come close to the incentives offered to teachers in other remote parts of Canada.

A view of Makkovik, one of Labrador's many coastal communities.

The southern section of Labrador is also facing many of the same circumstances found in the north. This area, from Cartwright southward, however, will soon be completely connected by the Southern Labrador Highway. This will help to alleviate much of the isolation presently being experienced in the northernmost regions of District 2. Even though the highway has advanced along the southeastern coastline, winter transportation still remains a major concern.

Along the south coast from Red Bay to L'Anse au Clair, teachers do not qualify for the recruitment and

retention bonus. Yet, the community of West Ste. Modeste was without a principal for the month of September and a guidance position remained unfilled for months. Within this same area teachers also feel a substantial degree of isolation, especially when the Blanc Sablon-St. Barbe ferry service is not operating. The issue of the groupings under the Labrador Benefits Agreement, and the recruitment and retention bonus, are major concerns for these teachers.

NLTA President tours Davis Inlet using its primary mode of transportation.

When I travelled to the interior of Labrador and into the Happy Valley/Goose Bay and Wabush/Labrador City regions, the living conditions found in many coastal communities seemed another world away. The availability of regular air service in conjunction with the economic effects of military and mining operations all play major roles in the economy. The standard of living here is on par with, or even surpasses, many of the more urban regions on the island.

To travel from Labrador City to Churchill Falls required a long, lonely drive over 240 kilometres of gravel highway, but upon reaching the destination I found what other teachers refer to as "utopia." A tour of the hydro facilities is a must see for any visitor. The whole community is centered on the Town Square, which contains the Eric G. Lambert School, the Churchill Falls Inn and restaurant, the bank, public/school library, theatre, curling rink, gymnasium, and other amenities. All the recreational/cultural facilities are open to the school during regular school hours. In Churchill Falls, teachers' salaries are higher and rental costs lower than elsewhere in our province. This is due to the fact that all salaries and bonuses are being paid by the Churchill Falls Labrador Corporation, which is also responsible for the housing within the town.

Although the living and working conditions among the different communities range from one end of the spectrum to the other, one common factor prevails – the human factor. Every community has teachers who are genuinely concerned and determined to make a positive impact on the lives of the students they teach.

The challenges of teachers in the north are similar to those found throughout the island. However, in many remote communities it is the degree of isolation that sets them apart. Within the confines of the community, teachers often feel alone and neglected by the Department of Education, the school board and even by their own Association. In such communities teachers try desperately to meet the myriad of demands that seem to keep growing and changing on a daily basis. Faced with social problems, the lack of support services within multi-graded classrooms and occasionally without parental involvement, teachers often feel overwhelmed by it all. Therefore, despite the heroic efforts of our teachers, in many communities students are falling through the cracks. This view is being passionately shared by many teachers. One teacher stated, "You must consider burnout here, trying to be everything to everybody. You just can't do it!" As another teacher stated, "Yes, wonderful programs set up for failure because we have neither the teachers nor the resources to properly implement them." Supports and services must be provided to ensure that consistent programming needs are being met so that teachers who avail of these job opportunities are willing to stay and make a long-term commitment to the school community.

NLTA President teaches an art class in William's Harbour.

In the course of my travels, I have witnessed our cultural mosaic and the interplay of teachers working within it. I have seen the value of true customs and traditions in action and the impact they are having on our teaching and learning situations. Above all, I have explored a land whose grandeur and beauty was surpassed only by the strong will and determination of its teachers to make a positive difference.

On behalf of our Assistant Executive Director, Mr. Lloyd Hobbs, and Benefits and Economic Services Administrative Officer, Mr. Perry Downey, who accompanied me on various legs of my journey, I wish to acknowledge and thank all the teachers of Labrador for so warmly accommodating us in so many ways during our visits. It was an experience that I will not soon forget.

"Every community has teachers who are genuinely concerned and determined to make a positive impact on the lives of the students they teach."

Financing a Year of Deferred Salary Leave

by DON ASH

The Deferred Salary Leave Program (DSLP) is available to any tenured teacher in a permanent position covered by our collective agreement. Many teachers find the DSLP an excellent means of financing a year of leave to pursue travel, family time, other employment, or any interest that an individual might have. Leave under this plan is credited for purposes of pension, seniority, severance, increment, and sick leave.

While teachers find the DSLP an excellent avenue for rejuvenation, there are economic realities which must be faced. The Administrative Officers in the Benefits and Economic Services Division are often asked what the "difference is" in take-home pay while on Deferred Salary. We are reluctant to provide specific financial advice to members because each individual's financial situation is different and all financial matters are subject to change. Subsequently, the information provided contains rough estimates.

The following comparison of net salary for a teacher on full salary versus the various Deferred Salary options are rough calculations and for illustration purposes only. Each individual teacher's situation will be different. The salaries are those that will be in effect as of August 2001. Taxes deducted vary for each teacher and they are rough approximations based on information provided by Teacher Payroll. EI and CPP deductions are based on 2002 formulae. A teacher in the DSLP pays pension on the full unreduced salary. EI premiums are paid on the full salary, but no EI premiums are paid during the year of leave. Subsequently, EI may not be able to be drawn in the year following the year of Deferred Leave. Any further questions on the Deferred Salary Leave Plan should be directed to Administrative Officers in the Benefits and Economic Services Division.

Don Ash is an Administrative Officer in the Benefits and Economic Services Division.

Full Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	43,716	50,634	57,283
Estimated Tax	8,890	11,234	15,072
Estimated EI	858	858	858
Estimated CPP	1,673	1,673	1,673
NLTA Fees	437	506	573
Pension Deduction	3,716	4,304	4,869
Estimated Net*	**28,142**	**32,059**	**34,238**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

2/3 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	29,144	33,756	38,189
Estimated Tax	3,588	4,891	6,511
Estimated EI	858	858	858
Estimated CPP	1,387	1,607	1,673
NLTA Fees	291	338	382
Pension Deduction	3,716	4,304	4,869
Estimated Net*	**19,304**	**21,758**	**23,896**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

3/4 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	32,787	37,976	42,962
Estimated Tax	4,483	6,328	8,241
Estimated EI	858	858	858
Estimated CPP	1,545	1,673	1,673
NLTA Fees	328	380	430
Pension Deduction	3,716	4,304	4,869
Estimated Net*	**21,867**	**24,433**	**26,891**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

4/5 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	34,973	40,507	45,826
Estimated Tax	5,206	6,790	8,340
Estimated EI	858	858	858
Estimated CPP	1,664	1,673	1,673
NLTA Fees	350	405	458
Pension Deduction	3,716	4,304	4,889
Estimated Net*	**23,179**	**26,477**	**29,628**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

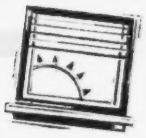
Request for Substitutes to Participate in Inservice and PD Activities

by PERRY DOWNEY

During the first four months of the current school year, the Association received numerous calls from substitute teachers expressing concerns relative to the lack of inservice and professional development opportunities being provided to them. Many have expressed this concern since employment opportunities for substitute teaching have increased. As a result, substitute teachers are getting more time in the classroom and are thus required to implement many of the new programs and new teaching strategies without having attended any previous inservice activities. Other substitute teachers also expressed concern that during recent job interviews, officials of various school boards have placed greater emphasis on new teaching strategies and alternate assessment techniques that are applicable to the new curriculum. Many have suggested that they felt somewhat disadvantaged because of very limited or no knowledge.

As a result, the NLTA approached the Newfoundland and Labrador School Boards Association (NLSBA) prior to Christmas expressing these concerns on behalf of substitute teachers. We requested that a memo be forwarded to all School Board Directors asking that substitute teachers be invited to participate in inservice and professional development activities provided by the Department of Education, the School Boards, and the various individual schools. The NLSBA was very receptive to this idea and agreed to forward a memo to all district offices suggesting they provide such opportunities. The Association is very hopeful that School District personnel will entertain this idea and thus increase the presence of substitute teachers in future inservice and professional development activities. It is important that substitute teachers become pro-active in making the necessary arrangements with the appropriate district office and/or school officials in order to become involved in such initiatives. Such opportunities are necessary in order for our schools to function and our students to receive the best possible education available.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.



Personal Health & Balanced Living

Choosing a Growth Theme

by MARIE WALL

Have you ever wondered about our purpose in life? I first asked myself this question as a teenager. I knew life had much to offer and I yearned to know more. I didn't know how or where to find the answer, yet deep inside I knew I wanted more out of life than just a job when I finished high school. So, how did I reach that deeper meaning of life? By taking steps to become happy and fulfilled.

When I started on my life's journey I was unaware that there were four paths that needed to be travelled to attain health and balanced living – physical, emotional, mental and spiritual. Now when I look back I see how each of these paths have been present in my life and how they have led me to where I am today. Over the past 20 years I have travelled all four paths and the lessons I've learned along the way have helped me become the person I am today.

It may seem impossible to pay attention to each of these and still keep all the other aspects of daily living in check. I would suggest that attaining a healthy balance is a life-long process. At various stages in our lives it may be easier to deal with a specific area. For example, when we were young adults in university we focused on our mental growth. When an illness occurs, physical health becomes a priority. Likewise, when relationships challenge us, the emotional aspects of life are often in the forefront. Sometimes a crisis forces us to address something in our lives. We don't have to wait for a crisis to occur, however, before choosing a growth area to focus on to help us grow towards better health and balance.

It is a new year and a time when people are encouraged to make resolutions. I do not promote this as a way to make change in one's life because, as many of us have experienced, it does not often work. One person told me she never makes a resolution because it is a sure fire way for the plan to fail. Once the first slip occurs the goal often becomes unattainable. Another told me she has kept the one resolution she made: "to never make another resolution". In my own life I choose an area to focus on. I call it my "New Year's theme", and I encourage you to consider choosing a personal theme to work with during the year. Choosing a theme will allow you to pay attention to a particular issue, to make a plan to address it, to begin working towards our goal and to assess how we are doing. In essence, it gives us time to succeed.

"Our personal happiness benefits not only ourselves but those around us. We each have the power to take steps towards making our lives more fulfilling."

Last year my theme was physical fitness. In a past article in *The Bulletin*, I shared my positive experience and invited you to consider your physical well being. Now that physical fitness has become integrated into my routine I have time to work on another area of my life. This year I have chosen to focus on my financial well-being. If I have as much success as I experienced last year, I will make great strides to becoming a healthier and happier person.

So how to choose a theme to work on? As I said earlier, there are four paths to health and balanced living, each with specific aspects that can be addressed. Fitness, finances, diet, organization, and work are all examples of concrete physical tasks we can address. The emotional aspects focus on relationships with ourselves and others, our spouses, children or co-workers. Choosing to evaluate our relationships provides an opportunity to renew and refresh our lives. Deciding to read more, take a course or do some professional development can meet the need to nurture our mental health. When we address a particular need we bring renewed energy into

our lives which I believe helps feed our spiritual health. By becoming more conscious of our lives and making steps to grow and live life to the fullest, we benefit ourselves as well as those around us.

While these are just some of the many areas that could be a theme for you, the best way to choose is to take a moment to reflect on some part of your life you have been wanting to change. Has there been a problem or issue that you have ignored for too long? Imagine how much better you would feel if you gained more control in this area. Ask yourself if you would like to work towards being happier. If the answer is "yes" you are ready to make changes in your life.

Once you are clear about the personal theme you would like to work with this year you have made a big first step. Make a commitment to use this year to turn things around. Now decide what end goals you would like to see. You may wish to write down the things you can do to work towards this area of your life. Then give yourself time to learn and change behaviours and create new routines that work for you. Periodically, take time to assess your progress. It feels good to acknowledge our accomplishments and it motivates us to keep going.

Our personal happiness benefits not only ourselves but those around us. We each have the power to take steps towards making our lives more fulfilling. Take time to dream, choose a personal growth theme, then you are ready to take the next step towards achieving your goals for personal health and balanced living. I hope you enjoy the journey!

Marie Wall is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Marie Wall (ext. 265) or Claudette Coombs (ext. 242).

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Learning Resource Centres & Teachers: Too Valuable to Lose

by ROBERTA F. HAMMETT & ALISON MEWS

In shrinking schools and times of cutbacks, the tendency may be to scale down school resource centres and return learning resource teachers (LRT) to classrooms. We would like to suggest that this impulse be resisted, as LRTs are too valuable to lose.

Research literature provides evidence of the important role of learning resource centres and teachers. *Information and Power: Building Partnerships for Learning* (1998, cited in *Lance*, 2001), a US document, identifies three roles for LRTs: in the learning and teaching role, they advance the instructional goals of the school; as providers of access to and delivery of information, they develop collections and services and facilitate their use; and as program administrators, they serve as learning resource centre managers, as well as advocates and trainers for information literacy.

Recent studies in Pennsylvania, Colorado, and Oregon (1998/9, cited in *Lance*, 2001) all demonstrate that quality school library programs with trained LRTs positively affect student performance on achievement tests.

Centre of the School and Community

It is well known that the school resource library is the centre of the school and often the community. Here in Newfoundland and Labrador, provincial literacy policies call for increased attention to family and pre-school literacy as well as school-based literacy learning. School resource libraries are essential components in all literacy programs and are crucial in realising the province's Read and Succeed campaign. Throughout the province, school resource centres are, or should be, well equipped and well staffed to support literacy initiatives.

The Foundation for the Atlantic Canada English Language Arts Curriculum urges: "This curriculum removes the isolation of teacher and students in the self-contained classroom and connects them as language learners to people and places in the broader community." As centre of both school and community, the resource library can facilitate the removal of classroom walls and the connection of teachers and children to the varied resources in the community, both locally and globally, and both tangibly and virtually.

Additionally, as important members of the school staff, learning resource teachers can provide in-service sessions for teachers on newly acquired and existing resources, their application to the curriculum, and their effective use. They can facilitate interdisciplinary and inter-grade activities, by both coordinating the teachers' planning meetings and by hosting the resulting activities.

National Librarian Roch Carrier has written in the forward to the *National Information Literacy Report* to be published next spring (cited in *Paul & Doiron*, 2001) that the learning resource teacher is "the magic" that brings together students and the learning of literacy skills. He calls for "equal access to well equipped libraries and trained professionals in schools."

Pedagogical Best Practices

A school learning resource teacher is uniquely positioned to encourage pedagogical best practices including interdisciplinarity, student-centred curriculum, inquiry-based learning and problem solving, responding to and engaging multiple intelligences and varying learning styles, portfolio evaluation, and individualized instructional modes. Learning resource teachers, because of their experience as classroom teachers, their knowledge of curriculum and the resources available in their schools and communities, and their specialized training in learning resources, are essential partners in the planning and delivery of resource-based programs. Their education and experience give them an exceptional understanding of how students learn and how teachers teach; thus they are able to select the best resources, in a variety of forms (whether these be books, magazines, computer software, Internet sites, visuals, videos, and so on), to satisfy individual learning needs and teaching contexts.

Encouraging Technology Integration

More and more, computers and other educational technologies are gathered in the learning resource centre,

and thus the LRT becomes responsible for encouraging their effective integration with existing curricula. The Foundation for the Atlantic Canada Social Studies Curriculum, for example, suggests: "Computers and related technology (digital cameras, software, databases, Internet, bulletin board, email, CD-ROM players, videodisk players) afford numerous possibilities for enhancing learning and teaching." The LRT teaches critical literacy and information literacy skills that help children to question and evaluate Internet resources and media messages. The LRT often facilitates the publishing of knowledge by students, for, as the APEF Social Studies Curriculum states, "Students can present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, websites, multimedia presentations) that fit their learning styles."

The Faculty of Education's Invitation

The Faculty of Education supports the concept of learning resource centres and, through discussions with the NLTA's Learning Resources Council, plans to revive the graduate program in Teacher Librarianship. The proposal is to develop a cohort group in any area of the province where there is sufficient interest and to offer a set of courses through a variety of delivery modes: on site (which means off campus); on the Web; and on campus (perhaps in institute format during the summer). Information about the proposed cohort experiences is being sent to all schools in the province with the kind assistance of the NLTA. We encourage teachers to develop a cohort of 15 to 20 teachers in any area of the province. In this way, we hope to ensure the future of school resource centres and the availability of trained professionals to manage them throughout the province of Newfoundland and Labrador.

Roberta F. Hammett is Associate Dean for Graduate Programmes, Faculty of Education, Memorial University of Newfoundland. She can be reached to discuss this or other Graduate Programs in Education at edugrad@mun.ca or 709-737-3402. Alison Mews is Coordinator of the Curriculum Materials Centre, Faculty of Education, Memorial University of Newfoundland.

Masters Degree

Announcing Master of Education in Teaching and Learning: Teacher Librarianship

Memorial University, Faculty of Education, in partnership with the NLTA Learning Resources Council and the Newfoundland and Labrador Teachers' Association, is pleased to offer cohorts of teachers throughout the province an opportunity to earn a Master of Education Degree in Teaching and Learning: Teacher-Librarianship. The program will be offered to teachers through web-based courses, on-site courses in local areas, and special for-credit institutes. Courses will emphasize current practices and issues in teacher-librarianship, educational technology, instructional design and school leadership.

A detailed brochure on this program has been mailed to all schools in the province.

To discuss this or any other graduate program, you may wish to contact:
Graduate Programs, Faculty of Education
Memorial University of Newfoundland
St. John's, NF A1B 3X8
Tel: 709-737-3402; Fax: 709-737-4379
E-mail: edugrad@mun.ca
Web-site: www.mun.ca/educ

Memorial University of Newfoundland

For additional information on this program, you may wish to contact:
René Wicks, Administrative Officer
Professional Development, NLTA
3 Kenmount Road
S. John's, NF A1B 1W1
Tel: 1-800-563-3599; 726-3223, ext. 245
Fax:1-877-711-6582; 726-4302
E-mail: rwicks@nlta.nf.ca

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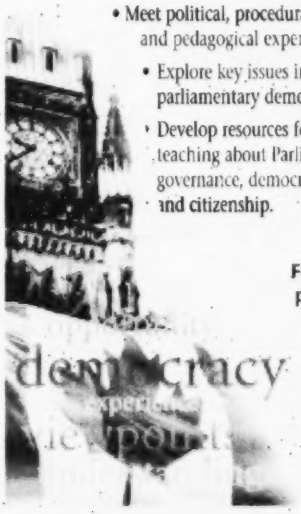

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Completed applications must be post-marked no later than 30 April 2002.

Renseignements disponibles en français.

KEY Foundation Conference

Teachers Learn About the Environment in Saskatchewan

by SHARON PEACH

Have you ever heard of the KEY Foundation? KEY stands for Knowledge of the Environment for Youth, and it is the brainchild of Bob Killam, an Ontario Chemistry Teacher. Killam's idea was to bring teachers from across Canada together and give them an intense, week-long exposure to industry related environmental concerns. These teachers then go back to their classrooms and schools to spread the word about what industry and government are doing, advancements that are being made, and how these changes affect Canadians. The idea is to provide a balanced view of how industry and government both play a role in Canada's biotechnology future.

The KEY Foundation is largely industry funded. Hundreds of thousands of dollars are contributed annually to this foundation by huge corporations involved in everything from bioengineering, dairy production, forestry and paper production, oil exploration and extraction. Essentially, those industries that take from the environment in any way – soil, water, or air – seem prepared to give something back by way of educating the educators.

Government agencies also take an active role in the education of teachers through KEY. Tempering the gung-ho, commercial thinking of industry are those agencies that regulate the industries. They too present to KEY participants and outline the tests and guidelines to which industries must adhere.

KEY usually organizes four conferences every year – in Alberta, Saskatchewan, Ontario, and Newfoundland and Labrador. Teachers apply online for very limited spaces. Twenty-eight teachers, plus two KEY organizers take part in each conference. That's about 110 teachers across the country who participate annually.

Each conference, of course, has a different focus, but no one conference deals with one topic only. There is always a little variety built in. The Saskatchewan Conference, for example, deals with agriculture, biotechnology, packaging, and forestry.

I, along with Sharon Penney, a high school Vice-Principal and a junior high Challenging Needs/Special Education Teacher, both Avalon West employees, joined Catherine Winsor of O'Donnel High in Mount Pearl to make up the Newfoundland and Labrador contingent at the Saskatchewan conference in Summer 2001. Catherine was a second time participant, having attended the Ontario Conference several years ago.

The conference was very intense. Each day we were exposed to four, five, or even six industry or government representatives, all of whom were intent on showing us what they were about and how dedicated they were to making responsible choices and actions. We were invited to listen respectfully and to question passionately. Every presenter, whether an industry leader, scientist, or government representative, was treated to a veritable barrage of questions and pointed comments. We were told up front to ask questions, to not settle for what you are told, but to dig for what you believe to be the real truth. Of course, teachers need little prompting to do this, and many sessions ended because of lack of time, often with the prepared presentation left unfinished, but with a lot of thought-provoking questions having been raised and discussed.

Formal presentations, however, were just one way to get the point across. As every teacher knows, a variety of teaching methods are required to keep students engaged. The KEY personnel – Bob Killam and Margery MacGregor – both teachers themselves, incorporated field trips into the Conference. An organic farm, a conventional cattle farm, a Hudderite Colony, a biotechnology laboratory, a tree seedling nursery, and a forestry operation in progress were just some of the excursions we took along the way.

The Conference began in Regina, proceeded to Saskatoon, then on to Prince Albert, and back to Saskatoon. It was intense, tiring, and eye-opening. Would I do it again? Yes, because there are still three other conferences to do, and I am particularly interested in the Ontario Conference, where forestry and paper making are the main focus.

KEY does not usually take the same person two years in a row, but return trips after three or four years are fairly common. All travel and accommodation costs were covered by the KEY Foundation. As far as professional development goes, the KEY Foundation will supply all participants with a participation certificate which may assist teachers in meeting their PD requirements. For further information, check out KEY on the web at www.KEY.ca.

Sharon Peach is Vice-Principal of Holy Trinity High in Heart's Content, NF.

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Master of Arts — Integrated Studies

NLTA Equity Issues
Programs for Students

Below are quotes from proposals, acceptance letters or project reports on some of the interesting and very valuable learning experiences that have been provided through the NLTA's Student Equity Program.

If there is a group in your school or your Branch who might qualify for an equity project, you should consider applying.

"We are pleased to support three female students (one from each of the high schools in the Rushoon-Terrenceville Branch) and an accompanying teacher to attend the national conference for the advancement of Women in Engineering, Science and Technology in St. John's, NF. We support the goals as outlined in your proposal - to expose high school girls to careers in the field of science and technology; to provide opportunities for interaction with successful women in this field; and to provide opportunities to learn more about women's contributions in the fields of science and technology."

Macdonald Drive Elementary has an enrollment of more than 500 students and nearly a tenth of these being ESL students from many different countries and cultures. Some of these children have grown up in refugee camps and never received formal education. Many have experienced the trauma of war. Some are children for whom survival is a daily task and who are now trying to adjust to the routines and expectations of our culture. The Student Equity Program was pleased to award a grant to this school to help address the particular needs of immigrant children.

"Due to our geographical isolation, students at our school do not have the opportunity to have classroom visits from different professions or different post-secondary institutions. If students in Grade 7 can see the possibilities that exist now they will be more likely to form goals and work hard to achieve them". - All Saints All-Grade School, Grey River

"I would like to thank your Committee for the financial help in establishing an Equity Program at St. Agnes School."

"On behalf of the students, parents and staff of Morris Academy, thanks to the NLTA Student Equity Program for supporting our anti-bullying project in assisting with the 'I Care Day'. Several follow up activities have been planned to reinforce the concepts introduced. A special task committee has been formed."

A maximum of $4,000 will be dedicated annually from the Centennial Fund for an NLTA equity program for students, to include up to four projects, each to receive a maximum of $1,000.

Guidelines for Proposals

1. (a) Schools are invited to submit proposals to the Equity Issues in Education Committee, c/o the NLTA Professional Development Division.
   (b) The deadline for the submission of proposals for the Student Equity Program is **April 30**. Proposals for projects to be carried out up to August 31 of that school year will be received and considered up to April 30 as long as funding is still available.

2. All proposals must contain a budget and detail the workshop's organization (topics, timelines, participants, speakers/facilitators, etc.).

3. After reviewing proposals, the Equity Issues in Education Committee will make decisions and inform schools of the grant to be available to them through the Professional Development Division.

4. The organization of the activity is to be undertaken primarily at the school level, with assistance from the Administrative Staff Consultant to the Equity Issues in Education Committee (Beverley Park) upon request. The Equity Issues in Education Committee should not be expected to deliver programs approved by Committee.

5. A report of activities, based on student and teacher evaluations, must be submitted. Monies will only be paid to the host organizing group once the activity is completed and all receipted expenses submitted.

NLTA Contact Person:
Beverley Park
Administrative Officer
Professional Development
1-800-563-3599 (toll free)
726-3223 (locally), ext. 244

Information and Communication Learning Technologies (ICLT)

by ALEX HICKEY

Fire up your favourite search engine, type in the letters ICLT, wait for the results and then explore just what the acronym stands for. Among the results will be a technology services company, an organization known as the International Committee of Lawyers for Tibet and information on an International Conference on Learning with Technology. The latter is closest to what this article is about.

Information and Communication Technology is frequently referred to as ICT. You will hear it all over the place regardless of whether or not the person uttering ICT understands what it means. When you examine what ICT includes you expect to find tools and devices like computers, TVs and telephones. It does include these, however it goes far beyond technological devices to include software and how we apply that software to our work and lives; to the ways and means by which we manage and distribute information; to the protocols and rules that govern the Internet; and to the ways in which people interact with all of the above. It is this last item which fascinates me, particularly in how we use ICT to teach and learn. As coordinator of the Virtual Teacher Centre (VTC) I find myself in a constant learning mode. Consequently, I have come to see ICT as ICLT - Information and Communication Learning Technologies.

As teachers and learners we cannot be passive and wait to see how technological innovations will affect our profession. Our expertise is the business of teaching and learning. No one else but educators are experts in this field. It is this expertise that should be used to determine how those innovations can be applied to our profession. We must explore, challenge, modify, manipulate, improve, reject when appropriate and most of all, learn to use the best of ICT in our daily practices both to learn for ourselves and to teach others. This is what transforms ICT into ICLT.

As educators we need to filter the glitz and sparkle of "technology use for the sake of technology". Just because a technology comes along which can do something interesting doesn't mean we should be using it for that purpose unless it allows us to do the activity better and more effectively. We must make ICLT work for us as adult learners who are constantly in need of new and innovative knowledge. We must make ICLT work for our students who need the best of what new technologies offer in order to be competitive and prepared for massive innovations in their future. By shifting the focus from technology to learning technology we are better able to focus on education and how the technology can support us.

Simply talking about ICLT does very little to advance us as individuals or as a profession. We must be proactive in acquiring personal and professional knowledge about and in the application of ICLT to our lives as educators. The Virtual Teacher Centre is there for that purpose. For some teachers the VTC may have to catch up to them; for others it may be the first step into a whole new world of learning. Check us out at www.virtualteachercentre.ca.

Alex Hickey is Coordinator of the NLTA Virtual Teacher Centre.

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Acadia University:

http://aitt.acadiau.ca/claricascholars/acadia

University of Waterloo:

http://LT3.uwaterloo.ca/claricascholars/community

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A safe, educational place on the web for student work

SchoolNet News Network

by CARMELITA JOY-BOLGER

More and more students and teachers are going to the internet to seek a safe, educational web site for student writing and multi-media projects. Imagine a no cost, free of advertising place on the web for your students' work. For the past five years SchoolNet News Network (SNN) has been that place. It's a voice for Canadian youth. A place for students to share their opinions and thoughts with students across the country and internationally. It's a place that allows students from Newfoundland and Labrador to British Columbia and beyond to read, listen and watch student work or to write, speak, and produce the news that affects them.

SNN is a national student journalism, writing, multimedia project available to all K-12 students across Canada – whether they participate in a classroom setting or as an individual student. Its aim is to provide a voice for Canadian students and an internet-based classroom activity that brings together technology, journalism, community development and media education. The web site consists of a monthly student magazine, student journalism award, opportunities to collaborate with other teachers/students, student resource materials, teacher lesson plans/activities and a mentorship program.

Teacher Don Tulk of Roncalli High School, Port Saunders states, "As a teacher I can teach students how to write, use technology and understand the media but I cannot give them the voice nor the avenue for expression. Seeing their work on SNN is empowering for students. It is what drives them…."

Student Sarah King, Ascension Collegiate, Bay Roberts has been writing articles for SNN since 1997 when she was in Grade 6. "SNN has taken me far beyond the reaches of my little town of Bay Roberts, Newfoundland… SNN is a way for young people to communicate with each other. Students from across Canada come together every month, through writing, to share opinions, ideas and information with each other…"

On the third Friday of every month SNN posts a new edition online at www.snn-rdr.ca. Students from Newfoundland and Labrador and the rest of Canada submit stories to the SNN office. The stories are then reviewed by the SNN staff and editors. Articles that are approved for publication are then put into html format. Articles that need additional work are returned to the student with helpful comments and suggestions to improve their article. Students write articles in several different genres: current events, news, opinions/editorials, profiles, arts and entertainment, sports, and expressions (poems, short stories). They also submit video and audio stories demonstrating their creativity and knowledge of multi-media. Media images of teenagers, relationships, their school, their community, their future, drinking/drugs, human rights, discrimination, their favourite band, the latest movie are just some of the things teens write about.

"SNN is a national student journalism, writing, multimedia project available to all K-12 students across Canada – whether they participate in a classroom setting or as an individual student."

Last year, SNN hosted its first Student Journalism Award. The Award celebrates excellence in student writing. Students from Newfoundland and Labrador, Ontario, Manitoba, British Columbia and New Brunswick participated. Two students from this province won in this national writing competition. First prize went to Jillian Dollimont-Caines of Roncalli High, Port Saunders; Allison Barnes of Westgate Collegiate, Thunder Bay, Ontario won Second Prize; and Lily Smallwood of Roncalli High, Port Saunders won third prize. SNN will be sponsoring a national Student Journalism Award again this year.

One of SNN's most successful programs is the Mentorship Program where students can connect with professional journalists throughout Canada for assistance on writing skills, research and career information.

Through this program students have an opportunity to work with a professional journalist in developing their stories. Students can work with a mentor solely to get feedback on one article or to continue the relationship to learn more about interviewing techniques, writing a good lead, etc. The mentorship program is run solely through e-mail.

"My mentor has been great. He has provided me with valuable information, tips on interviewing, my writing style and so much more… I can ask him anything and I know he will provide me with an answer," stated Danielle McCarthy, Booth Memorial, St. John's.

In addition to the monthly student magazine, journalism award and mentorship program, the SNN web site (www.snn-rdr.ca) provides teachers with information on how to get started with SNN, writing guides, lesson plans and activities and a place to connect with teachers involved with the SNN program. It also provides students with information on story ideas, writing skills, guides on how to develop a story and information on how to use multi-media. The SNN team of staff members, teachers and students are always ready to help interested teachers and students.

SNN is a powerful tool for the classroom and an outlet of expression that allows students to be heard right across Canada. It helps teachers to teach journalism and writing skills but most of all it allows students to experience and discuss life with other teens across this country. It's a free, safe and educational place on the internet for students to visit and publish their work.

If you are interested in participating in SNN or have a student who may be interested, contact SNN by e-mail: snn@stemnet.nf.ca, visit our web site: www.snn-rdr.ca or telephone us at: 709-737-2611. The SNN Office is located at STEM~Net, School of Continuing Education, Memorial University.

Carmelita Joy-Bolger is Coordinator for the SchoolNet News Network.

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Au 1 800 O-Canada, nos agents d'information, accueillants et bilingues, savent que votre temps est précieux. Ils répondront à votre appel en quelques secondes, vous épargnant les frustrants systèmes de messagerie électronique.

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Tips for a Healthy Voice

Are you in a vocally-challenging job such as teaching, sales or music? Do you have bouts of hoarseness that linger on after your cold has gotten better? Your voice is the result of vibration of the vocal folds in the larynx. As muscles they are susceptible to damage if misused just like your knees, ankles or back.

The following tips will help you maintain a clear, healthy voice:

- reduce your smoking;
- avoid speaking loudly or continuous whispering;
- avoid clearing your throat – try swallowing or sipping water instead;
- avoid restrictive clothing around the throat, chest or stomach;
- avoid speaking while exercising strenuously;
- drink six to eight glasses of water a day;
- maintain an erect posture aligning your head, shoulders and back when speaking;
- see your doctor to have chronic post-nasal drip, sinus problems or heartburn medically treated;
- reduce your caffeine intake by drinking no more than two to three cups of tea, coffee or cola each day.

If you do suffer from hoarseness, however, or are concerned about the sound of your voice, consult your family doctor to inquire about a referral to a Speech-Language Pathologist and an Ear, Nose and Throat specialist. For more information on appropriate voice use contact the Speech-Language Pathology clinic near you.

What's in a Voice?

Think about it. Your voice is as distinctive as a fingerprint. Most of us take our voice for granted, unless it becomes a problem that interferes with our ability to communicate effectively.

What is a Problem Voice?

Voice is a problem when the pitch, loudness or quality calls attention to the voice rather than to what the speaker is saying. It is also a problem if the speaker experiences pain or discomfort when speaking or singing.

Is Your Voice "Telling" On You?

Take this voice self-analysis test below to find out. If after completing this questionnaire you have concerns, please contact your family physician to request a referral to an Ear, Nose and Throat Specialist and a Speech-Language Pathologist.

This article was adapted from "Is Your Voice Telling on You" by Daniel R. Boone and compiled by Speech-Language Pathology, Health Care Corp. of St. John's.

Voice Self-Analysis Test

This test contains 20 statements. Read and consider each one. Then mark each statement true (+) or false (–), accordingly.

____ 1. You frequently find you are short of breath as you speak.
____ 2. You don't like to listen to yourself on a tape recording.
____ 3. Your voice gets tired as you use it.
____ 4. Strangers on the telephone think you are younger or older than you are.
____ 5. Your voice feels strained when you speak loudly, even if only for a short time.
____ 6. Your voice is different in the morning than it is at night.
____ 7. After you talk a lot, your throat hurts.
____ 8. People have difficulty hearing you in some situations.
____ 9. Your voice doesn't sound as good as it used to.
____ 10. Your voice sounds as if it is in your nose.
____ 11. Your voice sounds as if you are nervous.
____ 12. You may lose your voice when you are nervous or tired.
____ 13. When you speak, you don't have the voice you want.
____ 14. You would like to change the pitch of your voice.
____ 15. You feel that your voice isn't "really you".
____ 16. You frequently clear your throat.
____ 17. When you have an allergy or a cold, you sometimes lose your voice.
____ 18. Your throat feels excessively dry and scratchy after prolonged speaking.
____ 19. People frequently misunderstand what you say.
____ 20. Strangers on the telephone think that you are of the opposite sex.

Check the 20 statements again to see if your first answers truly represent how you feel about your voice. Now count up the number of true answers. Most of us will have a concern or two (a few true answers) about our voices.

Number of True Answers	Amount of Concern
0-2	No concern
3-4	Mild concern
5-8	Moderate concern
9 or more	Severe concern

The higher your degree of concern, the more probable it is that you are using a voice that is different from your natural voice.

March
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EDUCATION WEEK 2002
LA SEMAINE D'ÉDUCATION

RESOURCES

Editor's Choice for Resources on the Web

www.sports-media.org
Sports Media is an interactive site dedicated to providing lesson plans, tips, drills, activities and other teaching aids for the physical education and health teacher.

www.L2ed.com
L2ed.com is a comprehensive and thorough Internet site dedicated to the learning of French and English as second languages. The core component of the site is "Steps to Learning a Second Language", a program designed for second language learners, intended to make the learning of French and English fun for all students. Lessons on the site are sequential, and target students from preschool to Grade 7.

www.re-energy.ca
This site provides hands-on, project-based renewable energy education that is aimed to help broaden the range of learning styles that can be accommodated in science courses. It shows how to build working models that make real energy from the sun, wind, water and biomass. There are construction plans, lesson plans, and back-grounders...all downloadable for free.

www.statcan.ca/english/indepth/11-008/feature/star2001063000s4a01.pdf
Statistics Canada announces the release of the Winter 2001 issue of *Canadian Social Trends*. The feature article "Wired Young Canadians" examines how young people aged 15 to 24 use the Internet. Data are drawn from the 2000 General Social Survey.

The Winter 2001 issue also features: "Older surfers", "Connected to the Internet, still connected to life?", "Volunteering and giving: a regional perspective" and "The time of our lives...".

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Sexual Health Network of Newfoundland & Labrador

Get informed.

The Sexual Health Network of Newfoundland and Labrador (SHNNL) is a newly formed group of organizations available to address any issues or answer any questions about sexual health.

SHNNL believes investments in effective sexual health promotion result in enormous future savings, in terms of the cost of treating negative sexual health outcomes and lost productivity but also in terms of emotional suffering. As well, SHNNL promotes access to a full range of sexual health information and services as a fundamental human right, regardless of race, age, sex, gender, sexual orientation, religion, ability, or geographic location. People must be supported in making fully informed choices about their sexual and reproductive health and be free from discrimination or violence based on those choices. Sexual and reproductive health care services must be choice-oriented and confidential.

SHNNL members currently include: Planned Parenthood Newfoundland and Labrador; Newfoundland and Labrador Sexual Assault Crisis and Prevention Centre Inc.; AIDS Committee of Newfoundland and Labrador; MUN Wellness Education – Student Support Programs – Student Affairs and Services; NGALE (Newfoundland and Labrador Gays and Lesbians for Equality); St. John's Status of Women's Council Women's Centre; Women's Health Network of Newfoundland and Labrador; Department of Youth Services and Post-Secondary Education; Health and Community Services St. John's Region; Morgentaler Clinic.

Be sure to look for more information re the Sexual Health Network and a promotional poster in the coming months!

SAFE SCHOOLS – SAFE COMMUNITIES CONFERENCE
April 17-18, 2002
Clarenville Middle School, Clarenville. Presenter: Peter Jaffe, Ph.D., C.Psych. Topics include: why violence prevention in schools; education/community partnership in violence prevention; critical issues in the development of violence prevention programs in elementary and high schools; subtle forms of violence in society; and developing action plans for Newfoundland and Labrador schools. Cost: $125 by March 1; $150 after March 1. For information or to register online visit www3.nf.sympatico.ca/clarenville_cp or www.k12.nf.ca/vista. For further information contact Derek Elliott, Tel: 709-466-3401, ext. 245 or Peggy Hann, Tel: 466-3401, ext. 239.

HUMANITIES SIC CONFERENCE (IN CONJUNCTION WITH HOME ECONOMICS)
April 18-20, 2002
Airport Inn, St. John's. Theme: *Nurturing Tomorrow's Citizens Today*. Contact: Jed Butt, Tel: 709-364-1522 (s), 709-364-2848 (h), Fax: 709-364-1871, E-mail: gbutt@panther.k12.nf.ca.

BREAKTHROUGH STRATEGIES TO TEACH AND COUNSEL TROUBLED YOUTH™ WORKSHOP
May 2-3, 2002
Mount Peyton Hotel, Grand Falls-Windsor. During the two-day workshop, participants will learn 200 strategies to help deal with challenging students. Contact Keith Adey, Tel: 709-489-5796.

SCHOOL ADMINISTRATORS' COUNCIL ANNUAL CONFERENCE & AGM
May 29-31, 2002
Terra Nova Golf Resort, Port Blandford. Theme: *Finding the Balance*. Contact Rick Thorne, Tel: 709-547-2379, Fax: 709-547-2549, E-mail: rthorne@stemnet.nf.ca.

SUMMER INSTITUTE FOR TEACHERS OF CANADIAN HISTORY
July 7-14, 2002
St. John's. *Stepping into History, Strategies for Bringing History Alive!* Located at Memorial University, this institute will focus on providing 40 elementary and middle grade school teachers from across Canada with hands-on training in the use of selected programs and activities that integrate history education into their classroom plans. Participants will benefit from the rich historical setting of Newfoundland, and a first-hand look at Historica's National Heritage Fair programme running in tandem with the Institute. For more information, Tel: 1-800-567-1867, or apply online at www.histori.ca.

LABRADOR WEST, LABRADOR CITY AND WABUSH COME HOME YEAR
July 20-27, 2002
A number of activities have already been planned with more to follow. Visit the web site at www.labwest2002.net and make plans to attend this great event.

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Dates/Deadlines

March 2002

Mar 3-9	Education Week
Mar 21	Deadline: Professional Development Fund applications
Mar 31	Board Deadline: Notice for retirement at end of school year
Mar 31	Deadline for Applications: Centennial Study Award; Centennial Project Award; Educational Research Award; International Conference Presenters Program; International Programs Award

April 2002

Apr 1	Deadline: Johnson Bursary Applications
Apr 15	Deadline: Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
Apr 19-20	NLTA Executive Meeting
Apr 30	Deadline: Deferred Salary Leave Applications
Apr 30	Deadline: Year-end resignation from contract

May 2002

May 7	Deadline: Notification by Board of layoff
May 12-18	Branch Election Week
May 16	Deadline: Professional Development Fund applications

June 2002

June 7-8	NLTA Executive Meeting
June 15	Deadline: Notification by board of acceptance/rejection of Deferred Salary Leave requests

July 2002

July 31	Deadline: NLTA Scholarship Applications